

**2015**

## **Badger Exam 3-8: A Smarter Balanced Assessment**

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# **District & School Assessment Coordinator's Guide**



Tony Evers, State Superintendent

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This publication is available from:  
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# INTRODUCTION

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## Purpose of This Guide

This guide was developed for use by Wisconsin District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) to assist in the administration of the Badger Exam 3-8: A Smarter Balanced Assessment for the Spring of 2015.

To ensure smooth implementation of the testing program, everyone who is involved with the assessments must work together and become familiar with the contents of this guide and of other test administration materials available on the [Wisconsin Department of Public Instruction](http://www.wisconsin.gov/dpi) website, paying careful attention to details.

## About the WSAS

The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The WSAS includes the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) at grades 4, 8, and 10 in Science and Social Studies; the Badger Exam at grades 3-8 in English language arts (ELA) and Mathematics; Dynamic Learning Maps (DLM) at grades 3-11 in ELA and Mathematics; ACT Aspire at grades 9 and 10; the ACT at grade 11 for English, Mathematics, Reading, Science, and Writing; and ACT WorkKeys at grade 11. All students enrolled in Wisconsin public schools must be accounted for through this process.

## Why Do We Test? Federal Law and Statutory Requirements

In the 2005–06 school year, the federal NCLB required all states to test all students in ELA and Mathematics in grades 3 through 8 and once in high school. The results of these tests are used by the Department of Public Instruction (DPI) as an accountability measure for school improvement to:

- meet its statutory requirement of identifying low-performing schools as stipulated by Wis Stats.115.38(4);
- meet the federal Title 1, No Child Left Behind Act (NCLB) requirement to determine how well children are learning; and
- determine the extent to which schools and districts across the state are meeting the Wisconsin proficiency standards.

Since September 1, 2002, scores from state summative tests have been used as one of several criteria for advancing students from fourth to fifth grade and from eighth to ninth grade. The other criteria are academic performance, teacher recommendations based on academic performance, and any other academic criteria specified by the local school board.

Wisconsin s. 118.30 requires the state to test students in Language Arts, Science, Social Studies, and Writing in grades 4, 8, and 10. This testing, along with the federally required Reading and Mathematics testing, is designed to compare a student's strengths and needs with clearly defined standards, skill levels, or areas of knowledge.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state- and district-wide assessments. Specifically, IDEA stipulates, “children with disabilities are included in general state- and district-wide assessment programs with accommodations, where necessary.” In addition, IDEA and Wisconsin s. 115.787 require that alternate assessments be provided to students with disabilities when the Individualized Education Program (IEP) team determines that participation in the standard state assessment is inappropriate for the student. The DLM assessment will be given at grades 3-11 in ELA and Mathematics and is administered to students with significant cognitive disabilities whose instruction is based on Wisconsin essential elements.

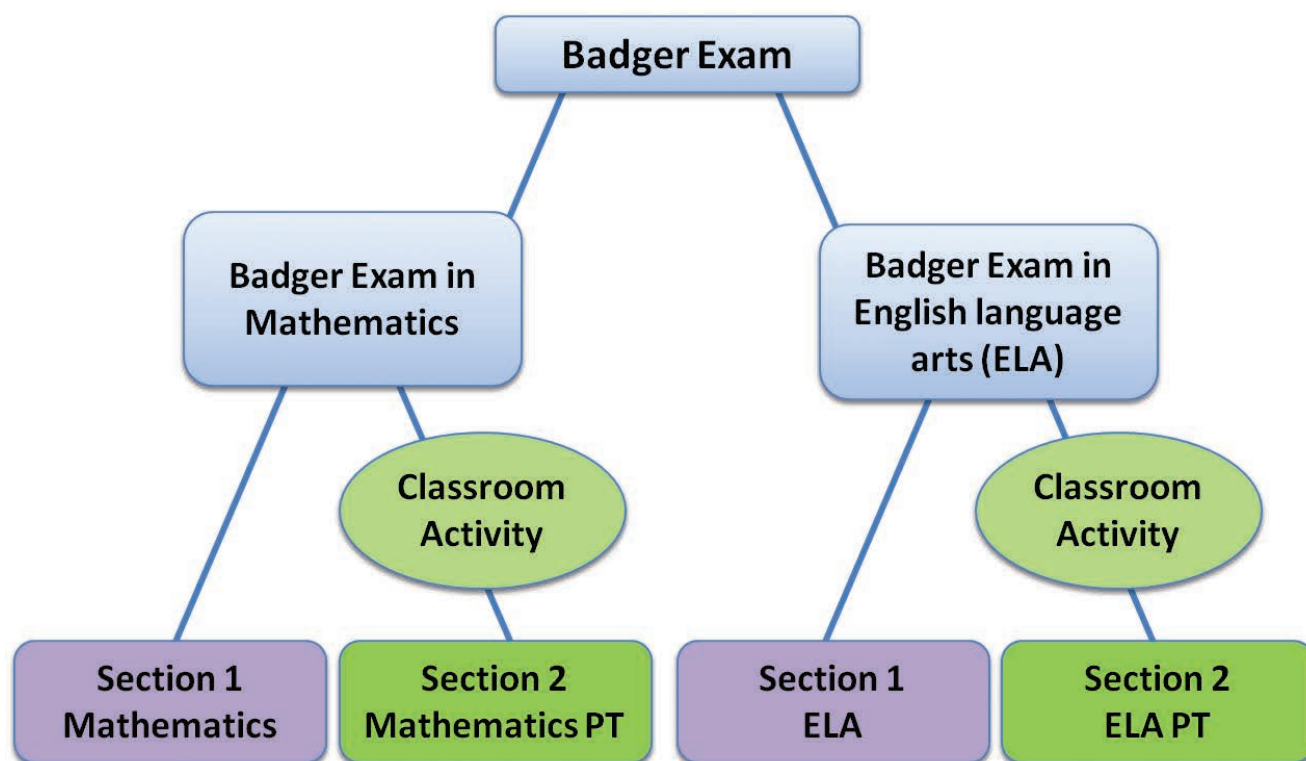
### About the Badger Exam, 3-8: A Smarter Balanced Assessment

The Badger Exam, 3-8: A Smarter Balanced Assessment (Badger Exam) is Wisconsin’s customized version of the Smarter Balanced Assessment. The Badger Exam is a summative assessment designed to measure student progress toward college- and career-readiness.

Wisconsin students will take the Badger Exam in English language arts (ELA) and mathematics. At each grade level the ELA and mathematics assessments is comprised of three components: Section 1 including a variety of selected response, constructed response, and technology enhanced items; a brief Classroom Activity (CA); and Section 2 a performance task (PT).

Figure 1 illustrates the how the 3 parts make up each content area of the Badger Exam.

**Figure 1: Badger Exam**



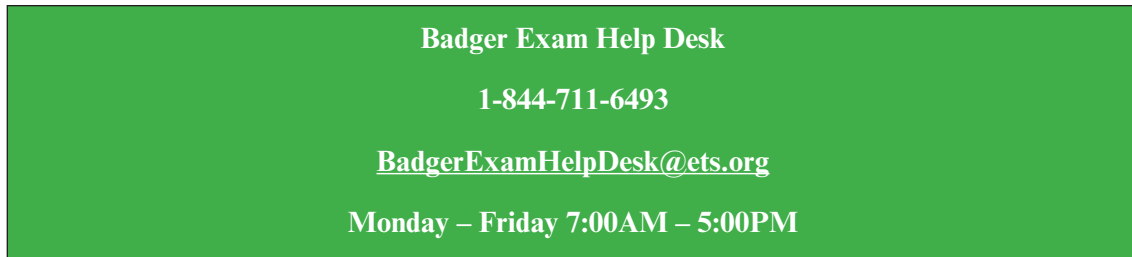


# CONTACT INFORMATION

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## Badger Exam Customer Service

For questions regarding the online testing system or for additional assistance, please contact Badger Exam Help Desk.



The Help Desk may be contacted for situations and questions that include but are not limited to the following:

- Practice Test;
- Loading of the Secure Browser;
- Testing engine down or unavailable;
- User accounts not available or users not able to administer tests;
- Student demographic information and/or accommodations incorrect or missing;
- Loading student data or student settings into the Test Operations Management System (TOMS);
- Submitting appeals;
- Preparing for online testing—downloading the secure browser, creating a test session, generating test tickets, etc.;
- Tests showing as unavailable to students when they log in to begin testing;
- Password resets for district and/or school users;
- Inquiries about test sessions and scheduling recommendations;
- Student's test settings not presenting as intended; and
- Accessing reports in TOMS.

When contacting the Help Desk, be prepared to provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred and information pertaining to the student(s) experiencing the technical difficulty. These should include the following:

- Type of device being used for the test;
- Any error messages that appeared;
- Operating system and browser information;
- Network configuration information;

### **STUDENT PRIVACY:**

Schools and Districts are responsible for protecting the security of student information. Personal student information such as a combination of name and WSN should never be e-mailed to the help desk. It is best to provide help desk agents with only the WSN.

- Your contact information for follow-up, including email address and phone number; and
- Any relevant and authorized student and school information, including Wisconsin student number (WSN), grade level, content area, item number, and Section 1 or Section 2 PT.

## **For Badger 3-8 Exam Information related to Wisconsin policies**

### **General Badger Exam Information and Policies**

Contact Viji Somasundaram at the Department of Public Instruction (DPI):

- Telephone: (608) 267-7268
- E-mail: [visalakshi.somasundaram@dpi.wi.gov](mailto:visalakshi.somasundaram@dpi.wi.gov)

Or contact Jennifer Teasdale at the DPI:

- Telephone: (608) 266-5193
- E-mail: [jennifer.teasdale@dpi.wi.gov](mailto:jennifer.teasdale@dpi.wi.gov)

### **Data, Student Demographics, and Privacy Issues**

Contact Phil Cranley at DPI

- Telephone: (608) 266-9798
- E-mail: [phillip.cranley@dpi.wi.gov](mailto:phillip.cranley@dpi.wi.gov)

### **Test Security Issues**

Contact Duane Dorn at DPI

- Telephone: (608) 267-1069
- E-mail: [duane.dorn@dpi.wi.gov](mailto:duane.dorn@dpi.wi.gov)

### **Accommodations and Supports**

Contact Kristen Burton at DPI

- Telephone: (608) 267-3164
- E-mail: [kristen.burton@dpi.wi.gov](mailto:kristen.burton@dpi.wi.gov)

### **For Assessment of English language learners**

Contact Audrey Lesondak at DPI

- Telephone: (608) 267-5153
- E-mail: [audrey.lesondak@dpi.wi.gov](mailto:audrey.lesondak@dpi.wi.gov)

### **Technology Related Questions**

Contact the Badger Exam Help Desk

# ROLES AND RESPONSIBILITIES

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## Wisconsin Department of Public Instruction (DPI)

### TO DO CHECKLISTS:

Reference Appendix A through E for complete DAC, SAC, TA, DTC, and STC user role checklists.

#### Responsibilities:

- pre-loading a student data file into Test Operations Management System (TOMS);
- adding District Assessment Coordinators (DACs) into TOMS;
- reviewing test security incidents submitted by districts;
- reviewing appeal requests submitted by districts;
- reviewing requests for print on demand submitted by districts; and
- supporting districts with questions around policies and participation.

## District Assessment Coordinator (DAC)

#### Responsibilities:

- coordinating testing in their district;
- working with District/School Technology Coordinators to ensure system readiness (if the district does not have this designated role it is the DAC's responsibility to ensure these tasks are completed);
- adding new students and editing student information;
- adding School Assessment Coordinators (SACs) into TOMS;
- adding District Technology Coordinators (DTCs) into TOMS;
- ensuring that the SACs and Test Administrators (TAs) in their districts are appropriately trained and aware of test administration and security policies and procedures;
- reporting test security incidents (irregularities, improprieties, and breaches) to DPI;
- submitting print on demand accommodation requests to DPI;
- entering appeal requests to reopen, reset, invalidate or restore a student's assessment; and
- working with schools to ensure all student data is accurate, and accessibility settings are designated correctly.

## School Assessment Coordinator (SAC)

#### Responsibilities:

- identifying TAs and ensuring they are properly trained;
- adding TAs into TOMS;
- adding School Technology Coordinators (STCs) into TOMS;
- working with School Technology Coordinators to ensure system readiness (if the school does not have this designated role it is the SAC's responsibility to ensure these tasks are completed);
- creating or approving testing schedules and procedures for the school;
- accessing and distributing appropriate Classroom Activity materials to TAs;
- working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved;
- ensuring that all students participate as appropriate;

- reporting all test security incidents to the DAC;
- entering appeal requests to reopen, reset, invalidate or restore a student's assessment;
- ensuring students' demographic data is correct in TOMS;
- assigning accessibility supports for students in TOMS; and
- retrieving the assigned Classroom Activities and ensuring the Classroom Activity is administered at least 3 days prior to the start of the performance task.

## **Test Administrator/Proctor (TA)**

Responsibilities:

- viewing student information in TOMS **prior** to testing to ensure accuracy of student settings including necessary designated supports and/or accommodations;
- completing Badger Exam test administration training and reviewing all policy and administration documents prior to administration;
- following procedures included in the Test Administration Manual (TAM) to administer the Badger Exam; and
- adhering to all test security administration policies.

## **District Technology Coordinator (DTC)**

Responsibilities:

- review information in the Technology Coordinator Manual;
- verify that all schools meet the minimum technology requirements;
- conduct network diagnostics;
- if applicable, ensure the secure browser used for the Smarter Balanced field test or pilot test is removed from all testing devices;
- develop a plan to ensure that the secure browser is installed on all devices used for testing;
- verify that the practice tests can be accessed on the student computers;
- whitelist e-mails from BadgerExamHelpDesk@est.org and badger-toms-noreply@ets.org; and
- address technical problems by applying resolutions or disseminating information to school sites prior to testing.

## **School Technology Coordinator (STC)**

Responsibilities:

- review information in the Technology Coordinator Manual;
- ensure that each device to be used for testing at the school has the Badger Exam secure browser;
- ensure that any device used for testing in Braille has the unique Braille secure browser installed;
- instruct TAs on how to access the secure browser;
- instruct students, teachers, and other stakeholders on how to access the practice tests;
- develop a plan for getting assistive devices ready for testing; and
- assist SACs and TAs with technology troubleshooting as necessary before, during and after the test window.

# IMPORTANT DATES

Event	Date
<i>Update WSLs enrollment data by</i>	January 23, 2015
<i>Windows and Chromebook Secure Browsers released</i>	January 21, 2015
<i>TOMS User/Student Management Manual released</i>	January 21, 2015
<i>State data upload of student data into TOMS</i>	January 30, 2015
<i>Technology Coordinator Manual released</i>	February 5, 2015
<i>District clean up of student data in TOMS</i>	Beginning on February 3, 2015
<i>Assign individual student universal tools, designated supports, and accommodations in TOMS</i>	Beginning on February 3, 2015
<i>Pretest Workshop and Test Administration Training</i>	February 23, 2015 – Turtle Lake February 24, 2015 – La Crosse February 25, 2015 – Wausau February 26, 2015 – Green Bay February 27, 2015 – Madison
<i>Test Administration Manual released</i>	March 2, 2015
<i>TOMS Test Delivery Manual released</i>	March 9, 2015
<b><i>TOMS system down</i></b> for secure browser release- <i>During this time users cannot log into TOMS</i>	March 6, 2015 – March 8, 2015
<i>Mac and iPad Secure browser released</i>	March 9, 2015
<i>Badger Exam Test Administration Window -Test delivery system is available 5:00am – 7:00pm, Monday through Friday</i>	March 30, 2015 – May 22, 2015
<i>TOMS Reporting Manual released</i>	March 19, 2015
<i>Student scores available</i>	Student scores will be available in TOMS approximately 10-15 days from the date the student completes testing in either content area.
<i>Individual Profile Reports (IPR) available</i>	Available online for district/school to print approximately 15 days from the date the district completes all testing in both content areas
<i>Public Reports available</i>	TBD
<i>Administrator Interpretive Guide</i>	May 22, 2015

# TEST SECURITY

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## Importance of Test Security

The security of the assessment and the confidentiality of student information are vital to maintain the validity, reliability, and fairness of the results.

All Badger Exam items are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any irregularity, impropriety, or breach in test administration must be reported to DPI as a test security incident. If the reliability or validity of a test is compromised, the test scores of individual students or entire classes may be invalidated, and other disciplinary actions may be taken. For more information on test security, please refer to the [Test Security Manual](http://oea.dpi.wi.gov/assessment/Smarter/security) at <http://oea.dpi.wi.gov/assessment/Smarter/security>.

## Who is responsible for Test Security?

Everyone who works with the assessments, communicates test results, and/or receives testing information is responsible for test security. This includes but is not limited to:

- Wisconsin Department of Public Instruction (DPI) Staff
- District Administrators
- District Assessment Coordinators (DACs)
- School Assessment Coordinators (SACs)
- District Technology Coordinators (DTCs)
- School Technology Coordinators (STCs)
- Teachers, Test Administrators, Proctors (TAs)
- Students, parents, and the community at large
- Certified and non-certified public school staff
- Cooperative Educational Service Agencies (CESAs) staff

DACs and SACs are responsible for training staff on the importance and policies around test security.

## Security Throughout the Testing Process

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited before, during and after test administration because they give a student an unfair advantage or because they compromise the secure administration of the assessment and items. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident.

For more information about Badger Exam Security see the [Test Security Manual](#) and [Badger Exam Test Security Training](#). For examples of improprieties, irregularities and breaches see Appendix F.

### CELL PHONES:

Unauthorized electronic devices are prohibited during testing. This includes all devices with cellular, messaging, or wireless capabilities.

## Process to Report Test Security Incidents

Administrators, certified and non-certified school staff, students and parents must adhere to ethical procedure in testing. Violation of these procedures can be investigated and the local school board, DPI, and/or the court system may take appropriate sanctions.

School or district staff must immediately report all incidents of test administration improprieties, irregularities, and breaches to the DAC and to the DPI Office of Student Assessment (OSA). The report of an incident may be submitted to the OSA by telephone, fax, letter, e-mail, or by submitting an Incident Report Form in Appendix G. As the result of a report, the OSA may ask for the Incident Report Form to be completed and submitted within 24 hours, or the OSA staff member may complete the form during the initial call. Students, their parents or other family members, and persons in the community may also report test security violations.

When a testing irregularity is alleged to have occurred, the OSA will contact the DAC (if they are not the reporting individual). Depending on the perceived severity of the allegation, the OSA may ask the school district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to the DPI within two weeks. The OSA has put together guidelines to assist school districts documenting investigations of alleged incidents. Reference Appendix H for the guidelines. After receipt of the fact-finding report, OSA staff will consult with the school district on the details of the alleged testing irregularity. The school district may receive a follow-up letter from OSA requesting additional information or informing the school district that the investigation has been closed.

Because the validity and reliability of the examinations rest with the DPI, the OSA will ultimately determine whether the irregularity should be declared a testing violation, and whether the Badger Exam results should be invalidated, and at what level. This may impact the determination of school and school district accountability.

## **Consequences of Test Security Incidents**

Consequences of violations may include invalidation of student test results and could result in civil legal liability for copyright violations. At either the school or school district level, a test violation could result in the loss of a year's test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest. When test results are invalidated, the student(s) do not receive test results for those content areas. The school district should be prepared to explain this to students' parents.

Disciplinary measures for educators and school staff should be determined by local school board policy. Depending on the severity of the test security violations, examples of disciplinary measures might include a written reprimand, suspension, or termination of contract. The DPI may also take disciplinary actions against department-licensed individuals.

Test security breaches involving student cheating can result in an unfair advantage for that student and compromise the validity of the standardized test. The tests for such students should be invalidated in that content area. Disciplinary measures for students are handled at the school or school district level.



# BEFORE TESTING

## 1.0 Resources and Training Materials

DACs and SACs should read, view, and become familiar with all training materials and resources for the Badger Exam. It is their responsibility to oversee the training of staff in the district/school to ensure staff is aware of proper assessment procedures. The resources listed below are available on the Wisconsin Department of Public Instruction (DPI) website at <http://oea.dpi.wi.gov/assessment/Smarter>.

### 1.1 Manuals/Guides

Using Table 1 the District Assessment Coordinator (DAC) is responsible for ensuring the appropriate manuals are viewed by the appropriate staff.

**Table 1: Manuals**

Resource	Targeted Audience	Description
<a href="#"><u>Technology Coordinator's Manual</u></a>	District Technology Coordinators (DTC) School Technology Coordinators (STC)	Provides technology staff with technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, Braille and the text-to-speech function.
<a href="#"><u>Test Administration Manual (TAM)</u></a>	DAC, SAC, TA	Provides Test Administrators (TA) guidelines for administering the Badger Exam. Following the instructions in this manual ensures similar testing conditions and administration in all classrooms.
<a href="#"><u>Test Operations Management System (TOMS) Reporting Manual</u></a>	DAC, SAC, TA	Includes information about navigating through the reporting system and accessing various reports including individual student reports.
<a href="#"><u>Test Operations Management System (TOMS) Test Delivery Manual</u></a>	DAC, SAC, TA	Includes information about navigating the TOMS system during test administration including establishing test sessions, printing test tickets, and monitoring student test completion.
<a href="#"><u>Test Operations Management System (TOMS) User and Student Management Manual</u></a>	DAC, SAC, TA	Provides a step-by-step approach to using the user management system. The TOMS system is used to manage student information and user accounts for online testing.
<a href="#"><u>Usability, Accessibility, and Accommodations Guidelines (UAAG)</u></a>	DAC, SAC, TA	Provides information about selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments.



## 1.2 Training Modules

All modules are located at <http://oea.dpi.wi.gov/assessment/Smarter/trainings>. Using Table 2 the District Assessment Coordinator (DAC) is responsible for ensuring the appropriate individuals view the appropriate training modules.

**Table 2: Training Modules**

Module Name	Recommended audience	Objective
<a href="#"><i>Accessibility and Accommodations</i></a>	DAC, SAC, TA	Describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility.
<a href="#"><i>Universal Tools Student Tutorial</i></a>	Students, TA	Acquaints students with the online, universal tools (e.g., types of calculators, expandable text) available. This module should be shown to students in a classroom/group setting.
<a href="#"><i>Roles and Responsibilities</i></a>	DAC, DTC, SAC, STC, TA	Describes the various district and school level roles, responsibilities, and user specific resources.
<a href="#"><i>Technology Requirements</i></a>	DTC, STC	Provides current information about technology requirements, site readiness, supported devices, and secure browser installation.
<a href="#"><i>Student Interface</i></a>	DAC, SAC, TA	Explains the testing interface (logging into the system, test layout, test tools, and navigation).
<a href="#"><i>Test Operations Management System (TOMS) Student and User Management</i></a>	DAC, SAC, TA	Provides detailed information on how to upload student information, manage users, and edit student information and accessibility features.
<a href="#"><i>Test Operations Management System (TOMS) Test Delivery</i></a>	DAC, SAC, TA	Provides information on how to establish test sessions, print test tickets, monitor student progress during testing, and access reports.
<a href="#"><i>What is a Performance Task (PT)?</i></a>	DAC, SAC, TA	Provides an overview of what a performance task is and the purpose of the Classroom Activity as it pertains to the performance task.
<a href="#"><i>Test Security Training</i></a>	DAC, SAC, TA, DTC, STC	Provides a quick overview of the test security policies around the Badger Exam.

## 2.0 Accessibility Information and Resources

### ACCOMMODATIONS:

DACs or SACs must enter all designated supports and accommodations in TOMS at least 24 hours prior to starting a test session.

If a student with an IEP or 504 plan requires print on demand as an accommodation, a DAC must submit the accommodation request [form](#) to DPI at least 2-3 weeks prior to testing.

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English language learners, to the extent practicable. The Smarter Balanced [Usability, Accessibility, and Accommodations Guidelines](#) (UAAG) are intended for school-level personnel and decision-making teams as they prepare for and implement the Badger Exam. The UAAG provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them.

### 2.1 Universal Tools

Universal tools are accessibility features that are available to all students based on student preference and selection. These access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it (embedded or non-embedded).

### 2.2 Designated Supports

Designated supports are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). They are either provided as digitally delivered components of the test administration system or separate from it (embedded or non-embedded). All designated supports (embedded and non-embedded) must be entered into TOMS prior to test administration. For information on assigning and/or updating students' designated supports, refer to the [TOMS User/Student Management Manual](#).

### 2.3 Accommodations

Accommodations are changes in procedures or materials that increase equitable access but do not compromise the grade level standard or intended outcome of the assessment. Accommodations are available for students for whom there is a documentation of the need in an Individualized Education Program (IEP) or 504 accommodation plan. Accommodations are either provided as digitally delivered components of the test administration system or separate from it (embedded or non-embedded). All accommodations (embedded and non-embedded) must be entered into TOMS prior to test administration. For information on assigning and/or updating students' accommodations, refer to the [TOMS User/Student Management Manual](#).

- Protocol for using print on demand

While most of the accommodations can be set in the TOMS system, there is a unique protocol for requesting a print on demand accommodation. The printing of items/stimuli is an accommodation intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online. Access to printed items/stimuli should not be assigned based solely on a student's or schools personal preference. The decision to allow this accommodation must be based on each individual student's need and documented in a student's IEP or 504 Plan.

If a student requires print on demand, the DAC must submit an accommodation approval form located at <http://loea.dpi.wi.gov/assessment/forms>. After receiving the form, DPI will review the request and if approved, activate the accommodation in TOMS.

## 2.4 Related Accessibility Resources

Table 3 lists additional resources that are available to assist in the administration of the Badger Exam.

**Table 3: Additional Accessibility and Accommodation Resources**

	Description
<a href="#"><i>Accessibility and Accommodations Module</i></a>	This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility.
<a href="#"><i>Accessibility Guidelines for Classroom Activities</i></a>	This resource provides teachers with accessibility options to ensure students have access to the information included in the Classroom Activity. Reference Appendix K.
<a href="#"><i>Individual Student Assessment Accessibility Profile (ISAAP)</i></a>	This tool is designed to help school teams select the appropriate designated supports and accommodations for individual students. Reference Appendix P for additional information on the ISAAP tool.
<a href="#"><i>Multiplication Table</i></a>	This resource is a non-embedded accommodation available only for grades 4-8 mathematics. Reference Appendix I.
<a href="#"><i>Print on Demand Procedures</i></a>	This document outlines the processes for using the print on demand accommodation.
<a href="#"><i>Read Aloud Guidelines</i></a>	<p>This document outlines the qualifications, guidelines, and procedures required for a test reader. The test reader must sign the <a href="#"><u>Read Aloud Agreement to Maintain Security and Confidentiality</u></a> prior to test administration.</p> <p>Completed agreement forms should be retained by the SAC.</p>
<a href="#"><i>Scribing Protocol</i></a>	This document outlines the qualifications, guidelines, and procedures required when using a scribe.

## 2.5 Request for an additional accommodation

If a student requires an accommodation that is not included in the [UAAG](#), you may request approval of the accommodation by completing the form located at <http://oea.dpi.wi.gov/assessment/forms>. Complete the Request for Accommodation form and submit it to DPI prior to testing.

### 3.0 Practice Tests

#### PRACTICE TEST:

Schools/Districts may use the practice tests to validate technology infrastructure prior to testing by having a group of students or classrooms test at the same time using the secure browser.

Neither practice test is set up for a TA to mimic the experience of printing out test tickets and starting a test session.

In preparation for the Badger Exam and to expose students to the various item-response types in ELA and mathematics it is **highly recommended** that all students participate in the [Smarter Balanced Practice Test](#) and the [Badger Practice Test](#). Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments and prepares students for testing. Together the Smarter Balanced Practice Test and the Badger Practice Test expose students to all item types. Table 4 provides a comparison of the practice test. Reference Appendix L for a full list of item types.

**Table 4: Comparison of the Smarter Balanced and Badger Exam Practice Tests**

	Smarter Balanced Practice Test	Badger Exam Practice Test
Purpose	<ul style="list-style-type: none"><li>• A range of grade specific items</li><li>• Exposure to a range of item formats</li><li>• Exposure to a range of item difficulties</li><li>• Note: Interface differs from the Badger Exam</li></ul>	<ul style="list-style-type: none"><li>• Exposure to the software and interface features that mimic the testing engine for the Badger Exam</li><li>• Included universal tools, designated supports, and accommodations (Text-to-speech is available <i>only</i> when accessing the Badger Practice Test through a secure browser)</li></ul>
Grade level	<ul style="list-style-type: none"><li>• Individual assessments in ELA and mathematics at each grade level, 3-8</li></ul>	<ul style="list-style-type: none"><li>• 2 assessments at the following grade spans<ul style="list-style-type: none"><li>○ 3-5</li><li>○ 6-8</li></ul></li></ul>
Type of Items	<ul style="list-style-type: none"><li>• Approximately 30 items in ELA and 30 items in Math per grade level</li><li>• 1 ELA PT and 1 mathematics PT per grade level</li></ul>	<ul style="list-style-type: none"><li>• Approximately 14 items per grade band (7 in ELA and 7 in Mathematics)</li><li>• Includes 1 ELA PT and 1 mathematics PT per grade band</li></ul>
Access to assessment	<a href="#">Smarter Balanced Practice Test Practice Test Scoring Guide</a>	<a href="#">Badger Exam Practice Test</a>

## 4.0 Technology Requirements

Prior to assessment administration, District Test Coordinators (DACs) and District Technology Coordinators (DTC) should review the technology infrastructure to ensure each school meets the minimum requirements for administering the Badger Exam.

### IMPORTANT:

For test security purposes, devices used for the Badger Exam must be district owned.

### 4.1 Technology Resources

The *Technology Coordinator Manual* provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality. This document provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

### 4.2 Technology Readiness

There are two diagnostic testing tools that Technology Coordinators can use to evaluate system readiness, a system check test to determine bandwidth and a school capacity calculator. For additional information on accessing these tools refer to the *Technology Coordinator Manual*.

### 4.3 Approved Devices

For a list of approved devices and technology requirements refer to <http://oea.dpi.wi.gov/assessment/Smarter/technology>.

### SECURE BROWSER:

The secure browser used for the Badger Exam is not the same as the browser used for the Smarter Balanced Assessments.

Prior to installing the Badger Exam browser, all other secure browsers should be uninstalled.

### 4.4 Secure Browser

All devices used for testing must be equipped with the Badger Exam secure browser prior to the assessment. The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. If a student's Individualized Education Plan (IEP) or 504 Plan indicates a need for an assistive technology device, the student will need to access the Badger Exam using the Assistive Technology Secure Browser. For information about accessing and installing the Badger Exam Secure Browser and the Badger Exam Assistive Technology Secure Browser, reference the Technology Coordinator Manual at <http://oea.dpi.wi.gov/assessment/Smarter/resources>.

# 5.0 Testing Times and Schedules

Given the variety of conditions at each school, it is not possible to provide one ideal testing schedule that can be implemented in every setting. In planning your testing schedule, consider the facilities and daily schedules of your school as well as the ability to conduct the testing in a manner that will encourage and allow for student success. Students can log into the test delivery system between 7:00 a.m. and 5:00 p.m., Monday through Friday. Students cannot access the assessment outside of these hours.

Table 5 provides the estimated times (in hours) that it will take most students to complete the Badger Exam based on the time it took students to complete the Smarter Balanced Field Test. This information is for scheduling purposes only, as the assessments are not timed. When developing a testing schedule, you may use the estimated testing times to calculate the number of days and the amount of time it will take to complete a test in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students.

**Table 5: Estimated Testing Times for the Badger Exam (in hours)**

Content Area	Grades	Testing Time			Total
		Session 1	Performance Task - Classroom Activity	Section 2 Performance Task	
English language arts	3–8	1:30	:30	2:00	4:00
Mathematics	3–5	1:30	:30	1:00	3:00
	6–8	2:00	:30	1:00	3:30

## 5.1 Recommended Order of Test Administration

The Badger Exam is comprised of three parts: Section 1 in ELA and Mathematics, a short classroom activity, and Section 2 performance task (PT) in ELA and Mathematics. It is recommended that students begin with Section 1, followed by the Classroom Activity, and then Section 2 PT. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, must occur prior to the PT.



## 5.2 Duration and Timing Information for ELA and Mathematics

The scheduling recommendations for the three parts of the test are included in Table 6. The test can be spread out over multiple days as needed. For the PT, however, students are best served by uninterrupted time that may exceed the time in a student's schedule.

**Table 6: Sessions, Breaks and Durations**

ELA	Section 1	Classroom Activity	Section 2 Performance Task (PT)
<b>Number and Duration of Sessions</b>	Recommendation: <b>ELA</b> <ul style="list-style-type: none"><li>Two to five sessions of 40 – 60 minutes</li></ul> <b>Mathematics</b> <ul style="list-style-type: none"><li>Two to five sessions of 40 – 60 minutes</li></ul>	Recommendation: <b>ELA</b> <ul style="list-style-type: none"><li>One session of 30 minutes</li></ul> <b>Mathematics</b> <ul style="list-style-type: none"><li>One session of 30 minutes</li></ul> <i>Classroom Activity should be administered one to three days prior to PT. It is recommended that the ELA Classroom Activity and PT not be on the same day</i>	Recommendation: <b>ELA</b> <ul style="list-style-type: none"><li>Two sessions Part one - 60 minutes Part two - 60 minutes</li></ul> <b>Mathematics</b> <ul style="list-style-type: none"><li>One session of 60 minutes</li></ul>
<b>Breaks</b>	Breaks may be provided using the pause feature.	NA	In ELA, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1.
<b>Availability of the Test</b>	Once started Section 1 will be available for 45 days (includes weekends, scheduled and non school days in the 45 days).	NA	Once started the Section 2 PT will be available for 10 days (includes weekends and scheduled and non school days in the 10 days).



### 5.3 Sample Testing Schedules

The Badger Exam 3-8 is not timed and there are no predetermined session breaks within each testing component. This provides districts/schools with the ability to tailor the administration schedule to best meet the needs of the students, schools and/or districts. Administration schedules will vary based on students’ needs, technology resources, and individual district/school calendars. Reference Appendix J for sample testing schedules.

### 6.0 Additional Materials

Table 7 outlines additional required materials needed during the Section 1 and Section 2 PT assessments.

**Table 7: Additional Materials**

	ELA	Mathematics
<b>Additional Materials for Section 1 and Section 2 PT</b>	<ul style="list-style-type: none"><li>• Headphones/earphones for all students</li><li>• Scratch paper should be provided for note taking if necessary.</li><li>• Physical keyboard if using an iPad device</li></ul>	<ul style="list-style-type: none"><li>• Graph paper for all students in grades 6, 7, and 8</li><li>• Scratch paper for all students in grades 3-8</li><li>• Physical keyboard if using an iPad device</li></ul>

### 7.0 Classroom Activity

The purpose of the Classroom Activity is to introduce students to the context of a performance task so all students enter the performance task with the same background information and are able to demonstrate the skills the task intends to access. The Classroom Activity is designed to be an introduction and not an assessment. The Classroom Activity must be administered prior to the Section 2 performance task.

#### 7.1 Classroom Activity Guidelines

Guidelines for the Classroom Activity:

- The teacher/TA should be able to write or display information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Displayed information should not be available when students participate in the PT.
- Students may take notes during the Classroom Activity, but the notes may not be used during the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- The Classroom Activity is non-secure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised.
- Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. For more information on the options that may be implemented during the Classroom Activity, reference Appendix K of this manual.



- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers. Students may view a recording of the Classroom Activity; however the make-up session should provide students with an experience similar to that of his or her peers.

## 7.2 Classroom Activity Materials.

Classroom activities are assigned by grade for each individual school. When available, Classroom Activity assignments will be posted at <http://oea.dpi.wi.gov/assessment/Smarter>.

1. Click on the tab labeled “Activity Assignment” at the bottom of the spreadsheet and use the filter function within the document to sort for your school.
2. Select the filter drop-down in Column C (District Name), select your district, and then click [OK].
3. Once filtered by district name, you will see a subset of schools in Column E.
4. Select the filter drop-down in Column E (School Name), select your school, and then click [OK].
5. ELA and/or mathematics assignments for each grade at the selected school will be populated.
6. Download the Classroom Activity. Classroom activities will be posted at <http://oea.dpi.wi.gov/assessment/Smarter> in alphabetical order.
7. Distribute Classroom Activities to test administrators at least two days prior to the planned delivery.

## 8.0 Test Operations Management System (TOMS)

### LOGIN:

TOMS login credentials will always be sent from [badger-toms-noreply@ets.org](mailto:badger-toms-noreply@ets.org). This e-mail address should be whitelisted to ensure that users receive login information.

### 8.1 What is TOMS?

TOMS is the interface used to initiate testing for students, manage student demographic information, accessibility resources, and scoring data/reports.

### 8.2 What needs to be accomplished in TOMS prior to testing?

- Add district and school users to TOMS

As of January 30, 2015, DPI uploaded the most current DAC information available into TOMS. DACs should have received login information from [badger-toms-noreply@ets.org](mailto:badger-toms-noreply@ets.org), which included a username and temporary password to access TOMS. DACs are responsible for adding additional users one by one or through the use of a template. Reference the [\*TOMS User/Student Management Manual\*](#) for specific instructions.

- Update student enrollment status and/or add new students

Student enrollment status must be updated for new students or students that have transferred to a different school according to the guidelines below.

- Students new to a Wisconsin public school may be added individually or via template.
- Students recently transferred from another Wisconsin public school may be added only after the student has been deleted (only allowed prior to the start of test administration) or transferred by the prior school district.
- Students no longer enrolled in your district may be deleted from the system (only allowed prior to the start of test administration) or transferred to a new Wisconsin public school.

- Update student demographic information

As of January 30, 2015, DPI uploaded student demographic information for public schools into TOMS. Beginning on February 3, 2015, DACs and SACs should review student information and correct identified errors. Edits can be completed one student at a time or through the use of a template. Reference the [TOMS User/Student Management Manual](#) for specific instructions.

- Enter individual student universal tools, designated supports and accommodations as appropriate

All student accessibility resources, including all embedded and non-embedded designated supports and/or accommodations, must be entered into TOMS at least 24 hours prior to testing. Reference the [TOMS User/Student Management Manual](#) for specific instructions on entering accessibility resources.

Access to the various features in TOMS is based upon user roles. More information about these tasks and user roles is included in the [TOMS User/Student Management Manual](#) and in Appendix K.

## 9.0 Test Tickets

Test tickets are created in TOMS and provide each student with their login information (username, password, and session ID).

To create test tickets, TAs must log into TOMS and select the “Online Testing” tab. Using the grade level filters, select all students included in the test session and the appropriate test (Section 1 ELA, Section 1 Mathematics, Section 2 ELA PT, or Section 2 Mathematics PT). Once all students have been selected, select the button to print tickets. At a minimum each student will need four test tickets, one ticket corresponding to each test (Section 1 ELA, Section 1 Mathematics, Section 2 ELA PT, Section 2 Mathematics PT). To help manage test tickets, it is recommended that test tickets be printed no sooner than three days prior to each individual test. For additional information on generating and printing test tickets, reference the [TOMS Test Delivery Manual](#).

### TEST TICKETS:

Test tickets include confidential information. Test tickets must be printed in a secure location and must be securely stored until the test administration. Similarly at the end of testing, test tickets must be shredded.

Test tickets may be reused within 120 minutes of students logging out of the test. For example, if a student accidentally logs out during a testing session, he/she will be able to use the same ticket to resume testing. If a student participates in a testing session in the morning and then resumes testing later in the afternoon (more than 120 minutes after he/she completed the morning session), the TA will need to log into TOMS and select “continue testing” for each student exceeding the 120 minute time frame. Once this has been completed, students can log back into the test interface using the information for the original test ticket.

# DURING TESTING

## 10.0 Student Transfers

Throughout the testing window there are inevitably going to be students moving in and out of schools and districts. DACs and SACs are responsible for maintaining the accuracy of student information in TOMS. This includes maintaining current enrollment statuses, demographic information, and accessibility features.

DACs and SACs will be notified via the TOMS dashboard when a student transfers into their district from another district. For information on transferring a student to a different school or district, refer to the [TOMS User/Student Management Manual](#).

### 10.1 Student transfers during the test window

Table 8 provides DACs with guidance on how to address student transfers during the test window. Appendix N includes additional information on how the various scenarios impact accountability.

**Table 8: Transfer Scenarios**

Scenario	DAC/SAC Responsibilities	
<b>New student recently transferred from a WI public school</b>	DACs add the student after he or she has been transferred by the prior school district. If DACs receive the error message “Student already exists” when attempting to add a student, a DAC should <ul style="list-style-type: none"><li>• confirm the accuracy of the student’s WSN;</li><li>• ensure that the student was not previously added by another user; and/or</li><li>• contact the DAC from the prior district and request a transfer. A complete list of DACs is located here <a href="http://oea.dpi.wi.gov/assessment/dacupdate">http://oea.dpi.wi.gov/assessment/dacupdate</a>.</li><li>• School must administer the remaining assessment</li></ul>	
	<b>Section 2 PT not started in previous district</b> The receiving district must complete the assessment and administer the receiving district’s assigned CA prior to administering the PT.	<b>Section 2 PT started in previous district</b> The receiving district must complete the assessment. The student does not need to participate in the receiving district’s assigned CA.
<b>Student changing schools within a district</b>	DACs or SACs must transfer the student to the new school in TOMS. School must administer the remaining assessment.	
	<b>Section 2 PT not started in previous school</b> The receiving school must complete the assessment and administer the receiving school’s assigned CA prior to administering the PT.	<b>Section 2 PT started in previous school</b> The receiving school must complete the assessment. The student does not need to participate in the receiving school’s assigned CA.

Scenario	DAC/SAC Responsibilities
<b>New student new to a WI public school</b>	DACs must add student to TOMS. School must administer the assessment.
<b>Students no longer enrolled in your district</b>	Students moving during the test window must be transferred to the new district. If a student is not enrolling in another Wisconsin public school, the DAC should enter the appropriate non-participation code at the close of the test window. Reference section 13.0 for additional information about non-tested codes.

## 11.0 Monitor Student Progress

DACs and SACs are encouraged to monitor student testing progress throughout the testing window to ensure that all students participate and complete all assessments. DACs and SACs can view test completion progress in TOMs. Refer to the [TOMS Test Delivery Manual](#) for instructions.

## 12.0 Appeals (reset, reopen, invalidate, or restore a test)

### TEST INVALIDATION:

If a test is invalidated, the entire content area will be invalidated. For example, if a student's Section 2 ELA PT is invalidated, the student's Section 1 ELA will also be invalidated.

Some situations may result in the need to reset, reopen, invalidate, or restore individual student assessments. When this happens the DAC must submit an appeal through TOMs. Some examples of when a DAC might submit an appeal would be:

- A test security breach that resulted in an invalidation
- A student was ill and unable to complete Section 2 ELA PT portion of the assessment within the 10 days and needs the expired test reopened.

DACs should use Table 9 as a guide when submitting an appeal in TOMs. Refer the TOMS Test Delivery Manual for instructions. Professional judgment and a district's discretion should be applied on a case-by-case basis. Once the appeal is reviewed by DPI the DAC will receive an e-mail from [badger-toms-noreply@ets.org](mailto:badger-toms-noreply@ets.org) with a resolution (approval or denial of request).

**Table 9: Appeals Types**

Type of Appeal	Reason for Appeal	Result
<b>Reset</b>	<p>In the majority of circumstances, when the student started a test without the correct designated supports or accommodations in his or her individualized education program or section 504 plan, the following steps can be used to correct the test settings:</p> <ul style="list-style-type: none"> <li>• The student logs out of the test</li> <li>• The SAC or DAC enables the test setting in TOMS</li> <li>• The student logs into the same test using the same test ticket and continues the test from the next item</li> </ul> <p>In rare circumstances, the steps as described above may not correct the issue and a reset will be required.</p>	<p>Resetting a student's test removes the test from the system and enables the student to <b>start a new test from the beginning</b>. Students will need a new test ticket to begin the new test.</p> <p>In addition to changing the students test settings or requesting a reset appeal, the DAC must report this test irregularity to DPI within 24 hours. Reference test security manual for additional information.</p>
<b>Invalidate</b>	<p>A DAC <u>may</u> request this appeal for the following reasons:</p> <ul style="list-style-type: none"> <li>• Test security breach</li> <li>• Test administered inconsistently with the TAM.</li> <li>• Student deliberately did not attempt to respond appropriately to items.</li> </ul>	<p>Invalidated tests will <b>not be scored</b> and the student will <b>not count as a test participant</b>. An invalidated test cannot be restored.</p> <p>In addition to submitting the appeal request, the DAC must ensure the irregularity or breach was reported to DPI within 24 hours of the incident. Reference test security manual for additional information.</p>

*(Table continued on next page.)*

Type of Appeal	Reason for Appeal	Result
<b>Reopen</b>	<p>A DAC <u>may</u> request this appeal for the following reasons:</p> <ul style="list-style-type: none"> <li>• Student became ill and the test expired.</li> <li>• Technological difficulty resulted in expiration of the test.</li> <li>• Unanticipated excused absence or school closure resulted in expiration of test(s).</li> <li>• Student accidentally submits a test before completing it.</li> </ul>	<p>Reopening a test allows a student to access a test that has already been expired or submitted:</p> <ul style="list-style-type: none"> <li>• <i>Expired</i> – <b>Test opens where student left off</b></li> <li>• <i>Submitted</i> – <b>Test opens at the last page of the test;</b> student can review items in the current segment, but cannot return to previous segments</li> </ul> <p><b>A reopened PT will only remain open for 10 calendar days from the date the appeal was approved.</b></p>
<b>Restore</b>	<p>A DAC <u>may</u> request this appeal for the following reason:</p> <ul style="list-style-type: none"> <li>• A test was inadvertently or inappropriately reset.</li> </ul>	<p>A test that has been reset in error can be restored to its previous status and <b>restarted where the student left off</b>. A test may only be restored if the student has not started the reset test.</p>

# AFTER TESTING

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## 13.0 Non-Test Participants

The federal No Child Left Behind Act requires all states to test all students in reading and mathematics in grades 3 through 8 and once in high school. All students in grades 3-8 must be accounted for by participating in the Badger Exam or in the Alternate Assessment (DLM). If students are not able to participate due to unique circumstances, those students must be accounted for through TOMs by selecting the appropriate non-participation code (See Table 10) that explains why they were not tested. For information about entering non-participation codes in TOMS, reference the [TOMS Test Delivery Manual](#).

**Table 10: Not Tested Codes**

Non Participation Code	Code Description	Rationale for Use
<b>ALT</b>	Alternate assessment	Student participated in the Dynamic Learning Maps (DLM) in Language Arts (ELA) and Mathematics. This student will count as a participant for accountability.
<b>NLE</b>	No longer enrolled	Student is no longer enrolled in a Wisconsin Public School. This student will not be included in accountability calculations.
<b>PAR</b>	Parent opt out	Parent opted student out of testing. This student will count as a non-test participant for accountability.
<b>RAE</b>	Recently arrived ELL	Student enrolled in a US school within the last 12 months prior to the beginning of testing. Student may be exempt from the ELA assessment. Students must participate in the mathematics assessment. This student will not count as a non-test participant in ELA accountability.
<b>SAE</b>	Absent for entire testing window	Student was absent for the entire testing window. This student will count as a non-test participant for accountability.
<b>SME</b>	Significant medical emergency	Student encountered a significant medical emergency and testing was not able to be completed during the entire testing window. This student will count as a non-test participant for accountability.

## 14.0 Notification of Testing Completed

To initiate the process of generating Individual Profile Reports (IPR), DACs must confirm that all testing has been completed in the district. This requires that DACs update TOMS with non-participation codes, as appropriate, and select the completion tab in TOMS. For additional information, reference the [TOMS Test Delivery Manual](#).

In the event that a new student, who has not participated or not completed the Badger Exam, moves into the district after testing has been completed, the school/district should complete the Badger Exam for the individual student.

## 15.0 Scores and Reports

After individual students have completed testing in one or both content areas, scores will begin generating in TOMS. The timing and availability of each of the reports varies. Table 11 outlines the various types of reporting information and the approximate timelines for availability. Additional information about accessing reports can be found in the [TOMS Reporting Manual](#). See Table 11 for a description of various reports.

**Table 11: TOMS Reports**

	Description	Timeline	Public Release
<b>Individual student scores by content area</b>	Student's scale score, corresponding proficiency level, and claim level results	A student's individual scores will be available in TOMS approximately five weeks after the student has completed a content area of the Badger Exam.	Student scores may be shared with parents and students when available.
<b>Individual Profile Reports (IPR)</b>	A downloadable and printable PDF score report for each student that includes ELA and mathematics scale scores, performance level descriptors and claim level results.	IPRs will be available in TOMS approximately 15 business days after a district has indicated in TOMS that all testing has been completed.	Districts/Schools should distribute IPRs to parents/guardians as soon as they are available.
<b>School Aggregate Results</b>	A variety of school level reports (available to users based on user's permissions)	School reports are generated as student scores are available. School reports continue to be updated as additional students complete testing.	Aggregate data is embargoed until public release notification from DPI.
<b>District Aggregate Results</b>	A variety of district level reports (available to users based on user's permissions)	Aggregated district reports are generated once 90% of the district has completed testing and tests are scored. Results will be updated as scoring and reporting continues.	Aggregate data is embargoed until public release notification from DPI.

## 16.0 Destruction of secure testing materials

Federal law (the Family Educational Rights and Privacy Act) prohibits the release of any student's personally identifiable information. Any printouts, including printed items, test tickets, scratch paper, or graph paper must be collected and then securely shredded.



# APPENDIX A: DISTRICT ASSESSMENT COORDINATOR (DAC) CHECKLIST

DAC - Activity	Target Completion Date	Reference in Manual
<b>BEFORE TESTING</b>		
<input type="checkbox"/> Review all training modules, the District and School Assessment Guide and documents posted on the DPI website.	Beginning January 2015 continuing through March 2015	DAC/SAC Guide section 1.0
<input type="checkbox"/> Disseminate appropriate manuals and modules to school/district staff.	Beginning January 2015 continuing through March 2015	
<input type="checkbox"/> Work with District Technology Coordinators to ensure timely computer setup. <ul style="list-style-type: none"> <li>• Conduct network diagnostics.</li> <li>• Download the secure browser.</li> <li>• Verify that schools meet the minimum technology requirements.</li> </ul>	Beginning January 2015 continuing through March 2015	DAC/SAC Guide section 4.0
<input type="checkbox"/> Ensure school staff have access to accessibility information including <ul style="list-style-type: none"> <li><input type="checkbox"/> UAAG</li> <li><input type="checkbox"/> ISSAP tool</li> <li><input type="checkbox"/> Accessibility resources</li> </ul>	Beginning January 2015 continuing through March 2015	DAC/SAC Guide section 2.0
<input type="checkbox"/> Plan district-level training for SACs and TAs using state developed resources from pre-test workshop materials and training modules, and test security information.	4-6 Weeks prior to testing	
<input type="checkbox"/> Notify schools when the <i>Test Administration Manual</i> is available.	4 Weeks prior to testing	
<input type="checkbox"/> Confirm that you have received your TOMS login information.	3-4 Weeks prior to testing	
<input type="checkbox"/> Create TOMS user accounts for SACs.	3-4 Weeks prior to testing	DAC/SAC Guide section 8.0
<input type="checkbox"/> Disseminate information about student resources to SACs and ensure all students are exposed to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Test Delivery Student Tutorial Module</li> <li><input type="checkbox"/> Practice Test</li> </ul>	3-4 Weeks prior to testing	DAC/SAC Guide section 3.0

DAC - Activity	Target Completion Date	Reference in Manual
<input type="checkbox"/> Work with schools to review TOMS student enrollment information.	3 Weeks prior to testing	DAC/SAC Guide section 8.0
<input type="checkbox"/> Work with schools to establish students' test settings in TOMS.	3 Weeks prior to testing	DAC/SAC Guide section 8.0
<input type="checkbox"/> Review scheduling and testing requirements with SAC.	3 Weeks prior to testing	DAC/SAC Guide section 5.0
<input type="checkbox"/> Review school test administration schedules for adequate time and resource planning. (Ensure that the Classroom Activity is scheduled prior to the performance task.)	3 Weeks prior to testing	DAC/SAC Guide section 5.0
<input type="checkbox"/> Perform an equipment needs assessment based on individual student requirements. <input type="checkbox"/> Work with the SAC to identify students who will need specialized equipment for accommodations, including non-embedded supports. <input type="checkbox"/> Communicate with the SAC/TA to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra.	2 Weeks prior to testing	Usability, Accessibility, and Accommodations Guidelines.
<input type="checkbox"/> Identify assigned Classroom Activities and ensure the materials have been downloaded. Distribute at least 2 days prior to administration.	2 Weeks prior to testing	DAC/SAC Guide section 7.0
<input type="checkbox"/> Ensure all students have required resources such as headphones, scratch paper, graph paper, non-embedded supports (as needed), keyboards (as needed), and pointing devices.	2 Weeks prior to testing	DAC/SAC Guide section 6.0
<b>DURING TESTING</b>		
<input type="checkbox"/> Verify that SACs and TAs have confirmed student test settings in TOMs.	2 days prior to testing	DAC/SAC Guide section 10.0

DAC - Activity	Target Completion Date	Reference in Manual
<input type="checkbox"/> Investigate potential improprieties, irregularities, and breaches and follow reporting procedures.	Ongoing during administration	DAC/SAC Guide section on Test Security Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Investigate all test security incidents.	Ongoing during administration	Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Report any test security breach to DPI.	Ongoing during administration	Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Submit requests for appeals as needed.	Ongoing during administration	DAC/SAC Guide section 12.0
<input type="checkbox"/> Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	Ongoing during administration	
<input type="checkbox"/> Monitor student progress (i.e., district and school completion) via TOMS. Ensure all students participate and complete testing.	Ongoing during administration	DAC/SAC Guide section 11.0
<input type="checkbox"/> Be available for questions and problem solving.	Ongoing during administration	
<b>AFTER TESTING</b>		
<input type="checkbox"/> Approximately ten days after students have completed testing, access individual student results in TOMS.	Once individual students have completed testing.	DAC/SAC Guide section 15.0
<input type="checkbox"/> Submit notification that all testing in the district is complete.	Once testing is complete in district	DAC/SAC Guide section 14.0
<input type="checkbox"/> Ensure access, download, printing, and distribution of IPR approximately 15 days after district has completed testing.	15 days after all testing is completed in the district	DAC/SAC Guide section 15.0
<input type="checkbox"/> Ensure that all secure test materials have been destroyed.	Once testing is complete in district	DAC/SAC Guide section 16.0

# APPENDIX B: SCHOOL ASSESSMENT COORDINATOR (SAC) CHECKLIST

SAC - Activity	Target Completion Date	Resource
<b>BEFORE TESTING</b>		
<input type="checkbox"/> Notify TAs when the <i>Test Administration Manual</i> is available.	4 Weeks prior to testing	
<input type="checkbox"/> Review modules and manuals and schedule training session for TAs.	4 Weeks prior to testing	DAC/SAC Guide section 1.0
<input type="checkbox"/> Ensure that TAs and other staff are appropriately trained and aware of policies and procedures, especially related to security.	4 Weeks prior to testing	DAC/SAC Guide section on Test Security Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Confirm that you have received an e-mail with TOMS login information (username and temporary password). Temporary password is only active for 30 days.	3 Weeks prior to testing	DAC/SAC Guide section 8.0
<input type="checkbox"/> Create TA user accounts in TOMS.	3 Weeks prior to testing	DAC/SAC Guide section 8.0
<input type="checkbox"/> Develop testing schedule based on timing and duration information. Confirm testing schedule with DAC.	3 Weeks prior to testing	DAC/SAC Guide section 5.0
<input type="checkbox"/> Verify that TAs understand the sequencing of the assessment. Specifically that all students must participate in the CA prior to the PT.	3 Weeks prior to testing	DAC/SAC Guide section 5.0
<input type="checkbox"/> Verify that TAs have scheduled make-up reviews of the Classroom Activity for students who were absent for the first review.	3 Weeks prior to testing	DAC/SAC Guide section 5.0
<input type="checkbox"/> Verify that TAs are aware of test security requirements during testing (specifically related to cell phones and other digital devices).	3 Weeks prior to testing	Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Review and verify the accuracy of student enrollment information in TOMS.	2 Weeks prior to testing	DAC/SAC Guide section 8.0

SAC - Activity	Target Completion Date	Resource
<input type="checkbox"/> Work with TAs to review student settings in TOMS to ensure appropriate designated supports and accommodations are applied.	2 Weeks prior to testing	DAC/SAC Guide section 8.0 DAC/SAC Guide section 2.0
<input type="checkbox"/> Work with the TAs to identify students who will need specialized equipment for accommodations.	2 Weeks prior to testing	DAC/SAC Guide section 2.0
<input type="checkbox"/> Communicate with the TAs to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Secure access to the number of headsets needed plus extra.	1-2 Weeks prior to testing	
<input type="checkbox"/> Designate testing space for students with test accommodations if necessary.	2 Weeks prior to testing	
<input type="checkbox"/> Work with TA to plan a quiet activity for each testing session for students who finish early.	2 Weeks prior to testing	
<input type="checkbox"/> Distribute Classroom Activity Materials to TAs.	1 Week prior to testing	DAC/SAC Guide section 7.0
<b>DURING TESTING</b>		
<input type="checkbox"/> Ensure proper handling of all printed test materials and notepaper. Collect all test materials on each day of testing to keep in a secure location until after testing, and then destroy according to security policy.	Ongoing during administration	Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Ensure adherence to all security policies, specifically no cell phones or other camera devices are present during testing.	Ongoing during administration	Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Document containment of any impropriety, irregularity, or breach, and report to the DAC immediately after learning of the incident.	Ongoing during administration	DAC/SAC Guide section on Test Security Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Monitor testing progress in TOMS during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	Ongoing during administration	DAC/SAC Guide section 11.0

SAC - Activity	Target Completion Date	Resource
<input type="checkbox"/> Raise any technical issues with the School Technology Coordinator for resolution.	Ongoing during administration	
<input type="checkbox"/> Review, investigate, and report on all potential improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	Ongoing during administration	DAC/SAC Guide section on Test Security Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Submit requests for appeals as needed	Ongoing during administration	DAC/SAC Guide section 14.0
<input type="checkbox"/> Verify that all students participate in the Classroom Activity prior to the Performance Task.	Ongoing during administration	
<input type="checkbox"/> Verify that TAs have scheduled make-up reviews of the Classroom Activity for students who were absent for the original session.	Ongoing during administration	
<b>AFTER TESTING</b>		
<input type="checkbox"/> Enter non-participation codes if necessary	Once testing is complete in school	DAC/SAC Guide section 13.0
<input type="checkbox"/> Download, print, and distribute IPR to guardians.	IPRs will be available approximately 15 days after the district has completed all testing.	DAC/SAC Guide section 15.0
<input type="checkbox"/> Ensure that all secure test materials have been destroyed.	Once testing is complete in school	DAC/SAC Guide section 16.0

# APPENDIX C: TEST ADMINISTRATOR (TA)/PROCTOR CHECKLIST

Test Administrator - Activity	Target Completion Date	Resource
<b>BEFORE TESTING</b>		
<input type="checkbox"/> Attend your school or district's training session if one is offered and review all Badger Exam test administration documents, particularly the <i>Test Administration Manual (TAM)</i> .	3 Weeks prior to testing	DAC/SAC Guide section 1.0
<input type="checkbox"/> Review the training modules recommended by the SAC.	3 Weeks prior to testing	DAC/SAC Guide section 1.0 TAM section 1.0
<input type="checkbox"/> Show students the Universal Tools Student Tutorial module.	2-3 Weeks prior to testing	DAC/SAC Guide section 1.0 TAM section 1.0
<input type="checkbox"/> Provide students with a walk-through of the Badger Practice Test to build familiarity with navigation of the system and tools.	2-3 Weeks prior to testing	TAM section 3.0
<input type="checkbox"/> Confirm that you have received an e-mail (from <a href="mailto:badger-toms@ets.org">badger-toms@ets.org</a> ) with TOMS login information (username and temporary password). Temporary password is only active for 30 days.	3 Weeks prior to testing	TAM section 8.0
<input type="checkbox"/> Work with SAC to ensure that each student enrollment information has been loaded into TOMS and is accurate for each student.	2 Weeks prior to testing	DAC/SAC Guide section 8.0 TAM section 8.0
<input type="checkbox"/> Prior to testing, confirm each student's accommodations in TOMS against their IEP or other relevant documentation as appropriate. Contact SAC to update information if necessary.	2 Weeks prior to testing	DAC/SAC Guide section 8.0 DAC/SAC Guide section 2.0 TAM section 8.0
<input type="checkbox"/> Ensure that the secure browser has been downloaded to any computer(s) on which students will be testing by checking for the secure browser icon on each testing computer.	2 Weeks prior to testing	TAM section 9.0

Test Administrator - Activity	Target Completion Date	Resource
<input type="checkbox"/> Review the testing schedule with the SAC. Confirm the sequence of the tests, specifically that the Classroom Activity (CA) is administered prior to the performance task (PT).	2 Weeks prior to testing	DAC/SAC Guide section 5.0 TAM section 4.0
<input type="checkbox"/> Verify process for CA make-up sessions if needed.	2 Weeks prior to testing	TAM section 5.0
<input type="checkbox"/> Perform an equipment needs check based on individual student requirements. <input type="checkbox"/> Work with the SAC to identify students who will need specialized equipment for accommodations. <input type="checkbox"/> Review standardized protocols for read aloud and scribing, if necessary.	2 Weeks prior to testing	DAC/SAC Guide section 2.0 TAM section 6.0 <a href="#">Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</a> (UAAG)
<input type="checkbox"/> Communicate to students the need for headsets in order to take the Section 1 ELA and Section 2 ELA PT. <input type="checkbox"/> Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. <input type="checkbox"/> Also have extra headsets on hand for students who may forget to bring theirs. <input type="checkbox"/> Reminders should be sent several days before and the day prior to testing to ensure students remember to bring headsets.	1 Week prior to testing	TAM section 7.0
<input type="checkbox"/> Communicate to students the need for scratch paper for the Mathematics and ELA assessments and graph paper (only applicable for grades 6, 7, and 8) mathematics assessments.	1 Week prior to testing	TAM section 7.0 <a href="#">Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</a> (UAAG)



Test Administrator - Activity	Target Completion Date	Resource
<input type="checkbox"/> Verify the security of the testing environment by <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensuring that students have access to only those allowable resources</li> <li><input type="checkbox"/> Making sure that no instructional materials directly related to the content of the tests are visible to students.</li> <li><input type="checkbox"/> Reminding students that cell phones and other electronic devices are not allowed during a testing session</li> <li><input type="checkbox"/> Reviewing all security procedures and guidelines in the Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>.</li> </ul>	1 Week prior to testing	TAM section 2.0
<input type="checkbox"/> Review CA. <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all materials are ready for the CA.</li> <li><input type="checkbox"/> Provide students with disabilities and English learners access to appropriate supports.</li> </ul>	1 Week prior to testing	TAM section 5.0
<input type="checkbox"/> Print Test Tickets <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure secure printing and secure storage of test tickets until needed.</li> </ul>	3 days prior to testing	TAM section 8.0
<b>DURING TESTING</b>		
<input type="checkbox"/> Administer the Badger Exam following the script and directions for administration. Provide any necessary accommodation supports.	Ongoing during administration	TAM section 9.0
<input type="checkbox"/> Monitor the security of the testing environment <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure students have access to only those allowable resources</li> <li><input type="checkbox"/> Ensure no instructional materials directly related to the content of the tests are visible to students.</li> <li><input type="checkbox"/> Document and report any potential test security issues and report to the SAC immediately after learning of the incident.</li> </ul>	Ongoing during administration	DAC/SAC Guide section 5.0  TAM section 9.0 and 2.0

Test Administrator - Activity	Target Completion Date	Resource
<input type="checkbox"/> Make sure the physical conditions in the testing room are satisfactory. Students should be seated so that there is enough space between them to minimize opportunities to look at each other's screen.	Ongoing during administration	
<input type="checkbox"/> Plan a quiet activity for each testing session for students who finish early. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.	Ongoing during administration	
<input type="checkbox"/> Monitor testing progress in TOMS during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	Ongoing during administration	TAM section 9.0
<input type="checkbox"/> Verify that students have participated in the CA prior to the PT. Schedule CA make-up sessions if needed.	Ongoing during administration	TAM section 4.0 and 5.0
<input type="checkbox"/> Ensure proper handling of all printed test materials, notepaper, and test tickets. Collect all test materials and test tickets on each day of testing and then destroy according to security policy.	Ongoing during administration	
<input type="checkbox"/> Raise any technical issues with the SAC for resolution.	Ongoing during administration	
<b>AFTER TESTING</b>		
<input type="checkbox"/> Securely dispose of all printed testing materials, including test tickets, Print on Demand documents, and scratch paper in a secure manner	Immediately after testing	TAM Section 2.0 and 7.1
<input type="checkbox"/> Follow-up and report any outstanding test security incidents.	Immediately after testing	

# APPENDIX D: DISTRICT TECHNOLOGY COORDINATOR (DTC) CHECKLIST

DAC - Activity	Target Completion Date	Reference in Manual
<b>BEFORE TESTING</b>		
<input type="checkbox"/> Review DTC identified training modules and relevant documents posted on the DPI website.	Beginning January 2015 continuing through March 2015	DAC/SAC Guide section 1.0
<input type="checkbox"/> Review the Technology Coordinators Manual and disseminate appropriate information to school/district staff.	Beginning February 2015	Available here: <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>
<input type="checkbox"/> Verify that schools meet the minimum technology requirements.	Beginning January 2015 continuing through March 2015	Technology Coordinators Manual <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>  System requirements Resource <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>
<input type="checkbox"/> Ensure that school staff can receive e-mails from <a href="mailto:badger-toms-noreply@ets.org">badger-toms-noreply@ets.org</a> and from <a href="mailto:badgerexamhelpdesk@ets.org">badgerexamhelpdesk@ets.org</a>	January 2015	DAC/SAC Guide section 8.0
<input type="checkbox"/> Secure access to TOMS. DAC will establish user accounts.	February 2015	DAC/SAC Guide section 8.0  TOMS User/Student Management Manual <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>
<input type="checkbox"/> Conduct system checks using tools provided in the Badger Exam test portal.	Beginning January 2015 continuing through March 2015	DAC/SAC Guide section 2.0 Technology Coordinators Manual <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>
<input type="checkbox"/> If applicable, ensure that the secure browser used for the Smarter Balanced Pilot or Field Test is removed from devices.	4-6 Weeks prior to testing	

DAC - Activity	Target Completion Date	Reference in Manual
<input type="checkbox"/> Develop a plan to ensure that the secure browser is installed on all devices used for testing. <input type="checkbox"/> If applicable, ensure that the Assistive Technology Secure Browsers are installed on appropriate devices.	2-4 Weeks prior to testing Installation of the secure browser can start in late January for Windows and Chromebooks and March 9 for all other supported devices.	
<input type="checkbox"/> Verify that students can access the Badger Exam Practice Test.	4 Weeks prior to testing	
<input type="checkbox"/> If desired, use the Badger Practice Exam (with secure browser) to evaluate infrastructure.	3-4 Weeks prior to testing	Technology Coordinators Manual <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>
<input type="checkbox"/> If necessary, assist DACs to determine if additional assistive technology devices will be needed during the test administration. Evaluate use with the Badger Exam Practice Test.	3-4 Weeks prior to testing	
<input type="checkbox"/> Confirm with STC that staff are able to securely print test tickets and test items (only for students requiring the print on demand accommodation).	2 Weeks prior to testing	Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Ensure schools have additional technology resources as appropriate (i.e., headphones, keyboards [if necessary], pointing devices [if necessary]).	2 Weeks prior to testing	DAC Guide section 6.0
<b>DURING/AFTER TESTING</b>		
<input type="checkbox"/> Help address technical problems by supporting DACs, SACs, and TAs	Ongoing during administration	

# APPENDIX E: SCHOOL TECHNOLOGY COORDINATOR (STC) CHECKLIST

SAC - Activity	Target Completion Date	Resource
<b>BEFORE TESTING</b>		
<input type="checkbox"/> Review DTC identified training modules and relevant documents posted on the DPI website.	Beginning January 2015 continuing through March 2015	DAC/SAC Guide section 1.0
<input type="checkbox"/> Review the Technology Coordinators Manual and disseminate appropriate information to school/district staff.	Beginning February 2015	Available here: <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>
<input type="checkbox"/> Verify that schools meet the minimum technology requirements.	Beginning January 2015 continuing through March 2015	Technology Coordinators Manual <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>  System requirements Resources <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>
<input type="checkbox"/> Ensure that school staff can receive emails from <a href="mailto:badger-toms-noreply@ets.org">badger-toms-noreply@ets.org</a> and from <a href="mailto:badgerexamhelpdesk@ets.org">badgerexamhelpdesk@ets.org</a>	January 2015	DAC/SAC Guide section 8.0
<input type="checkbox"/> Secure access to TOMS. Contact your DTC if you do not have access.	February 2015	DAC/SAC Guide section 8.0  TOMS User/Student Management Manual <a href="http://oea.dpi.wi.gov/assessment/Smarter/resources">http://oea.dpi.wi.gov/assessment/Smarter/resources</a>
<input type="checkbox"/> Ensure that each device used for testing has the Badger Exam Secure Browser installed <input type="checkbox"/> If applicable, ensure the Assistive Technology Secure Browser is installed.	Beginning late January 2015 for Windows and Chromebooks and in March for all other devices.	DAC/SAC Guide section 2.0
<input type="checkbox"/> Ensure that teachers, students, and other stakeholders have access to the Badger Exam Practice Test and the Smarter Balanced Practice Test.	4-6 Weeks prior to testing	

SAC - Activity	Target Completion Date	Resource
<input type="checkbox"/> If necessary, assist SACs to determine if additional assistive technology devices will be needed during the test administration. Evaluate use with the Badger Exam Practice Test.	3-4 Weeks prior to testing	
<input type="checkbox"/> Confirm that each TA is able to securely print test tickets and test items (only for students requiring the print on demand accommodation).	3 Weeks prior to testing	Test Security Manual at <a href="http://oea.dpi.wi.gov/assessment/Smarter/security">http://oea.dpi.wi.gov/assessment/Smarter/security</a>
<input type="checkbox"/> Ensure TA's have additional technology resources as appropriate (i.e., headphones, keyboards (if necessary), pointing devices (if necessary)).	2 Weeks prior to testing	DAC Guide section 6.0
<b>DURING/AFTER TESTING</b>		
<input type="checkbox"/> Help address technical problems related to test administration by supporting DACs, SACs, and TAs	Throughout the testing window	

# APPENDIX F: TEST SECURITY CHART

This chart shows the test security incident levels and examples of the types of issues.

Level of Severity & Potential Effect on Test Security	Types of Issues
<b>LOW</b> <b>Impropriety</b>	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator leaving related instructional materials on the walls in the testing room.
<b>MEDIUM</b> <b>Irregularity</b>	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using handheld electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, schoolwide power outage, earthquake, or other acts.
	Administrator failing to ensure administration and supervision of the Badger Exam by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or teacher does not present Classroom Activity prior to performance task administration.
	Administrator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with nonallowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
<b>HIGH</b> <b>BREACH</b>	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator providing a student access to another student's work/responses.
	Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

# APPENDIX G: INCIDENT REPORT FORM

## Badger Exam 3-8: A Smarter Balanced Assessment Test Security Incident Report Form



Please complete all requested information and submit to:

Department of Public Instruction  
Office of Student Assessment  
PO Box 7841, Madison, WI 53707-7841  
[osamail@dpi.wi.gov](mailto:osamail@dpi.wi.gov)  
Fax: 608-266-8770

Severity Level: ☐ Impropriety ☐ Irregularity ☐ Breach

Date of Submission:

Date of Incident:

Name of Informant:

Title:

Phone:

District Name:

District ID:

School Name:

School ID:

School Phone No.:

District Assessment Coordinator:

Subject(s) Affected: ☐ English/Language Art ☐ Mathematics

Grades Affected: ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th

Was the Incident Initiated due to Adult or Student Behavior? ☐ Adult ☐ Student

*(The following answers may be continued on page 2 if needed)*

Description of the alleged test security incident:



**How was the issue addressed locally?**

*(For Departmental use only)*

**State action taken:**

**Date of Case Closure:**

An electronic copy of the test security incident report form is available at  
<http://oea.dpi.wi.gov/assessment/Smarter/security>

# APPENDIX H: GUIDELINES TO ASSIST DISTRICTS IN DOCUMENTING POSSIBLE TEST SECURITY VIOLATIONS

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When conducting an investigation, the district will be asked to answer the following questions:

- What is the allegation and where did it happen?
- Who is investigating the incident (name and title)?
- Did the alleged incident occur?
- What exactly occurred and how did it occur?
- How many were involved or will be affected (staff and students)?
- What is the district's plan to ensure this type of incident does not occur in the future?
- Summary of determination.

In order to assist districts in investigating and documenting the possible test security violation, the following guidelines have been established.

**Describe what occurred in the building/classroom during the test administration in the written report.**

- ☐ Have you determined that testing procedures were followed by all school staff?
- ☐ Have you interviewed all individuals who were involved in, or may have information about, the affected school/classroom(s)?
- ☐ If you found evidence indicating a violation, have you described exactly what happened and why?
- ☐ If you found evidence indicating a violation, did you prepare a timeline, if necessary, to establish when the event(s) occurred?

**If evidence of indication of a test violation is discovered, appropriately document the testing irregularity.**

- ☐ Have you ensured that the report and any provided statements clearly lay out the sequence of events and explain what happened?
- ☐ Have you received statements from all individuals who were involved in, or may have information about, the violation?

**If evidence or indication of a testing irregularity is discovered, describe a plan to correct and mitigate any future occurrences of the testing violation.**

- ☐ Does the plan include a description of the specific procedure(s) that will be implemented to help prevent future occurrences of this type of violation?
- ☐ Does the plan include the name and role (title) of the person(s) responsible to implement the plan?
- ☐ Have you submitted all statements in letter form on paper or letterhead? Are they typed, signed, and dated?
- ☐ Have you submitted a final, written determination about what happened and who is responsible?

# APPENDIX I: MULTIPLICATION CHART

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A single-digit (1–9) multiplication table is a non-embedded **accommodation** for **grades 4 and above** mathematics items. The multiplication table is to be used only for students with a documented and persistent calculation disability (i.e., dyscalculia) in their Individualized Education Plan (IEP) or 504 Plan. This table can be printed for students requiring this accommodation.

MULTIPLICATION TABLE									
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

## APPENDIX J: SAMPLE TESTING SCHEDULES

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Sample testing schedules can be downloaded from the DPI website, <http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/Badger%20Exam%20Sample%20Test%20Schedules.pdf>.

# APPENDIX K: ACCESSIBILITY GUIDELINES FOR THE CLASSROOM ACTIVITY

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Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. The information noted in the table below provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

Overall Strategies for the Classroom Activity are as follows:

- Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.
- Teachers can employ formative practices and professional judgment to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.
- Teachers can read and reread aloud any text included in the Classroom Activity.
- Teachers may employ assistive technologies that are typically available during instruction.
- The additional supports and strategies described in the table below may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or 504 plans.
- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).
- Teachers may employ more than one suggested strategy listed in the table below to meet student needs.
- These strategies are not mutually exclusive.

## Classroom Activity Guidance for Needs-Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
Visual Impairments	<ul style="list-style-type: none"><li>• Reading Materials: All materials that are required to be read by a student may be read aloud to the student.</li><li>• Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content.</li><li>• Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content.</li><li>• Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.</li></ul>

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
<b>Reading Impairments</b>	<ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by students may be read aloud to the student.</li> <li>• Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</li> </ul>
<b>Physical Impairments</b>	<ul style="list-style-type: none"> <li>• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally.</li> <li>• Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally.</li> <li>• Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.</li> </ul>
<b>Hearing Impairments</b>	<ul style="list-style-type: none"> <li>• Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks.</li> <li>• Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.</li> </ul>
<b>Expressive Language Impairments</b>	<ul style="list-style-type: none"> <li>• Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.</li> </ul>
<b>English Learners</b>	<ul style="list-style-type: none"> <li>• Reading Materials: All materials that are required to be read by students may be read aloud to the student.</li> <li>• Writing Activities: All activities that require the student to write may allow for an oral response.</li> <li>• Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports.</li> <li>• Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency.</li> <li>• Activities Requiring Oral Responses: Oral responses may be provided in writing.</li> <li>• Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.</li> </ul>
<b>Separate Setting</b>	<ul style="list-style-type: none"> <li>• Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work.</li> <li>• Activities between student(s) and an educator may be conducted online or via a telephone connection.</li> <li>• All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.</li> </ul>

## APPENDIX L: ITEM TYPES

As students engage with the Badger Exam, they will be asked test questions that require them to respond in several ways, some of which may be new to students. Table 12 lists the different item types and briefly describes each one. Not all assessments will necessarily include all item types.

**Table 12: Item Types**

Content Area	Type of Item	Brief Description of How to Respond
ELA and Mathematics	Multiple Choice, single correct response	Four-option multiple choice
	Multiple Choice, multiple correct responses	Multiple-option selected response
	Matching Tables (with a variation True/False or Yes/No)	Table format, click entry
	Short text	Keyboard alphanumeric entry
Mathematics Only	Drag-and-Drop	Drag-and-drop single or multiple elements
	Hot Spot	Select text
	Table Fill In	Table format, click entry
	Graphing	Plot points and/or draw lines
	Equation/Numeric	Enter equation or numeric response
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	Two part, multiple choice
	Hot Text	Select and order text
	Essay	Keyboard alphanumeric entry

Table 13 catalogues each specific item type and briefly describes the student actions necessary to provide a response.

**Table 13: Student Responses**

Content Area	Type of Item	How Student Responds
ELA and Math	Multiple choice, single correct response (radio buttons)	Select the radio button corresponding to an option. To deselect an option, select a different radio button. Select only one option.
ELA and Math	Multiple choice, single correct response (highlight)	Highlight an option by selecting an option. To deselect an option, select a different option. Select only one option.
ELA and Math	Multiple choice, multiple correct responses (checkboxes)	Mark a checkbox corresponding to an option. To deselect an option, click on the checkbox that is already marked. Mark one or more options.

Content Area	Type of Item	How Student Responds
ELA and Math	Multiple choice, multiple correct responses (highlight)	Highlight an option by selecting it. To deselect an option, click on the previously highlighted option. Select one or more options.
ELA and Math	Matching Tables (variation using True/False or Yes/No format)	Select a checkbox corresponding to an option in a table cell. To deselect an option, select a checkbox that is already marked.
ELA and Math	Short Text	Respond via keyboard entry into a multiline text box (no text formatting). This item type offers the ability to edit previously entered text.
Math Only	Drag-and-Drop (select and move objects)	Click and drag an object to the appropriate location in the Question response area.
	Hot Spot	Select targeted areas in the response area.
	Table Fill In	Respond via keyboard entry into table cells or drag/drop objects into table cells.
	Graphing	Select the [ <b>Add Point</b> ] icon and then click in the Question response area to create a new point. To remove the point, select the [ <b>Delete</b> ] icon and then click on the point to be deleted. <i>or</i> Select the [ <b>Connect Line</b> ] icon and then click in the Question response area where the line is to start. Click and drag to the area where the line is to end. To remove the line, select the [ <b>Delete</b> ] icon and then click on the line to be deleted.
	Equation/ Numeric	Select buttons representing numbers and mathematic symbols to create a numeric response or equation.
ELA Only	Two-part multiple choice, with evidence responses	Questions are multiple-choice (radio buttons) or multiple-choice (highlight).
ELA Only	Hot Text (select and move text)	Select text and then click and drag text to a new area.
	Listening Tasks	Student must start or pause an audio clip by selecting buttons.
	Essay	Respond via keyboard entry using text formatting buttons. Test-taker can edit previously entered text.



- *Technical skills to access embedded resources*

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types, students may need to access the **right-click context menu**. Please note the method to access the menu is dependent on the student's device type. Devices and methods are shown Table 14.

**Table 14: Right-Click Context Menu**

Device Type	Method to Access Right-Click Context Menu
Windows-based desktop or laptop (two-button mouse)	Click on the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the [Ctrl] key on keyboard and then click the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [Alt] key on the keyboard and tap the trackpad.

## APPENDIX M: USER ROLES

GROUPS	TASKS	DAC	DTC	SAC	STC	TA
<b>Announcements</b>	Create Announcement	X	X	X	X	
	Delete Announcement	X	X	X	X	
	View Student Transfer Announcements	X	X	X	X	
	Download Secure Browsers	X	X	X	X	X
	Update Profile Information	X	X	X	X	X
<b>Organizations</b>	Add/Edit Organizations/Addresses	X	X	X	X	
	Search/View Organizations	X	X	X	X	
	Search/View Organization Users	X	X	X	X	
<b>Users</b>	Add/Edit/Upload Users	X		X		
	View Users	X	X	X		
<b>Students</b>	View Print On Demand	X	X	X	X	
	View Student Scores Tab	X	X	X		
	Add/Edit/Upload Students	X	X	X	X	
	Delete Students	X	X	X	X	
	Transfer Students	X	X	X	X	
	View Students	X	X	X	X	X
<b>Accessibility Features</b>	Add/Edit/Upload Accessibility Features	X	X	X	X	
	View Accessibility Features	X	X	X	X	X
<b>Reports</b>	Generate User Reports	X	X	X	X	

# APPENDIX N: TESTING SCENARIOS IMPACTING ACCOUNTABILITY

- If a student moves from one district to another within the Badger Exam, 3-8 test window:
- the sending district should transfer the student to the receiving district in TOMS;
  - the receiving district will receive a transfer notification in TOMS;
  - if a transfer notification is not present in TOMS, the DAC in the receiving district should contact the DAC in the sending district to request the transfer (a list of DACs is available at <http://oea.dpi.wi.gov/assessment/dacupdate>); and
  - the receiving district should confirm the student’s testing progress or completion in TOMS

**Table 15: Testing Scenarios Impacting Accountability**

	Standard protocol to be followed by the district FROM which the student moved	Standard protocol to be followed by the district TO which the student moved	Accountability
Student was enrolled in the district but has left to move to another public school before the test window and no testing has been done.	The sending district must transfer the student to the new district in TOMS.	<p>The receiving district will receive a transfer notice in TOMS or must request transfer from sending district if there is no notice.</p> <p>Confirm all student test settings and complete all testing before the end of the test window</p>	<p><b>Receiving District</b></p> <p>Student will be non-Full Academic Year (FAY). The student moved prior to the beginning of the test window so the receiving district is accountable for test participation, as the student is present during the testing window, but not for reading or mathematics proficiency because the student would not be FAY.</p>

( Table continued on next page. )

	Standard protocol to be followed by the district FROM which the student moved	Standard protocol to be followed by the district TO which the student moved	Accountability
Student leaves one school or district with some testing completed.	The sending district must transfer the student to the new district in TOMS within one day.	<p>The receiving district will receive a transfer notice in TOMS (or request transfer if no notice has been received).</p> <p>Complete all testing. Partially completed tests can be completed in the receiving district. If the student has not started the Section 2 PT, the receiving district's assigned Classroom Activity (CA) must be administered prior to the PT.</p> <p>Note: Confirm testing dates in TOMS. For partially completed tests compare testing dates with test durations (Section 1 is active for 45 days, Section 2 PT is active for 10 days) in order to complete testing before test expiration.</p>	<p><b>Receiving District</b></p> <p>Student will be non-Full Academic Year (FAY). The receiving district is accountable only for test participation and not for reading or mathematics proficiency.</p>
Student leaves one school or district with all testing completed.	The sending district must transfer the student to the new district in TOMS.	<p>The receiving district will receive a transfer notice in TOMS.</p> <p>Student needs no additional testing.</p>	The district for whom the student was Full Academic Year (FAY) is accountable for the student's test participation and achievement results.
Student moves outside of Wisconsin, to a non-public school, or becomes a home-schooled student prior to the start of the test window.	<p>Before March 30, 2015, the sending district may delete the student from TOMS.</p> <p>Beginning March 30, 2015, the sending district must update TOMS with the appropriate non-participation code (NLE – no longer enrolled).</p>	NA	The student should be properly exited in WSLs and coded appropriately in the ISSES Year End collection in order to ensure the student is not included in accountability calculations.

	Standard protocol to be followed by the district FROM which the student moved	Standard protocol to be followed by the district TO which the student moved	Accountability
Student moves outside of Wisconsin, to a non-public and non-voucher school, or becomes a home-schooled student during or after the testing window and all testing is completed	No action required.	NA	<b>Sending District</b> Student will be non-Full Academic Year (FAY). The district is accountable only for test participation and not for reading or mathematics proficiency.
Student moves outside of Wisconsin, to a non-public and non-voucher school, or becomes a home-schooled student during the first half of the testing window with little testing completed.	Sending district must update TOMS with the appropriate non-participation code (NLE – no longer enrolled).	NA	NA
Student moves outside of Wisconsin, to a non-public and non-voucher school, or becomes a home-schooled student during the last half of the testing window with very little testing completed.	Sending district must update TOMS with the appropriate non-participation code (NLE – no longer enrolled).	NA	NA
Student moves into a Wisconsin district from another state or from a non-public school or home-schooled situation in Wisconsin during the testing window	NA	The receiving district must add student in TOMS.  Enter appropriate student test settings and complete all testing	<b>Receiving District</b> For accountability purposes, the new student will be included in calculations for the receiving school/district, but will not be considered an FAY student. The receiving district is accountable only for test participation.

	Standard protocol to be followed by the district FROM which the student moved	Standard protocol to be followed by the district TO which the student moved	Accountability
Student leaves a Wisconsin district before testing begins and enrolls in a new district in Wisconsin, but does not actually attend the new district until near the end or after the testing window.	The sending district must transfer the student to the new district in TOMS.	The receiving district will receive a transfer notice in TOMS.  The receiving district should make every effort to test the student if the student starts prior to the end of the testing window	<b>Receiving District</b>  For accountability purposes, the new student will be included in calculations for the receiving school/district, but will not be considered an FAY student. The receiving district is accountable only for test participation.

Note: If administering the Badger Exam, non-public schools should follow these scenarios as either the sending or receiving district. Similarly, public schools must confirm that students from non-public schools have not participated in the Badger Exam already during the same window.

# APPENDIX O: TROUBLESHOOTING SECURE BROWSER

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In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to “force quit” the secure browser.

To force the browser to close, use the following keyboard commands. (Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)



**You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination.** The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [**Close Secure Browser**] button does not work.

Force-quit Commands
[Shift] + [Esc] + [E]
<i>Note iPad Users:</i> If you are using an iPad, please see the Technical Specifications Manual for how to use guided access to force-quit.

# APPENDIX P: INDIVIDUAL STUDENT ASSESSMENT ACCESSIBILITY PROFILE (ISAAP)

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## *About the ISAPP Tool*

Smarter Balanced developed the Individual Student Assessment Accessibility Profile (ISAAP) Tool to facilitate selection of the accessibility resources that match student access needs for the Smarter Balanced assessments, as supported by the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (UAAG). The UAAG are available at: [http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced\\_Guidelines.pdf](http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf).

Wisconsin has tailored the ISAPP tool, available at:

<http://oea.dpi.wi.gov/assessment/Smarter/accommodations>, to align with the Badger Exam.

District/School staff, including individualized education program (IEP) and Section 504 plan teams, can use the Wisconsin version of the ISAAP Tool to help facilitate the decision-making process for assigning accessibility supports that students will need for the Badger Exam. Use of this tool is optional. Designated supports and accommodations can also be loaded into TOMS on an individual student basis or via a template. See the [TOMS User/Student Management Manual](#) for additional information on entering student test settings.

## *Using the ISAPP Tool*

The ISAAP Tool is a spreadsheet with specially designed formulas that facilitate selection of the designated supports and accommodations that match student access needs for the Badger Exam. Using the ISAAP Tool will produce the online student test settings file that can be uploaded to TOMS.

The ISAPP tool can assist in setting up to 15 student profiles at a time. Users enter student demographic information and complete a student needs checklist for each student. The checklist includes the following:

- Support for executive functioning: attention, cognition control, and processing
- Support for persistent calculation disability, dyscalculia
- Support for reading-related disabilities, print disabilities, struggling readers
- Support for students needing access in language(s) of translation
- Support for significant motor difficulties and recent injury
- Support for vision impairments/blindness
- Support for hard-of-hearing/deafness

After selecting the applicable values, the ISAPP tool will populate a list of suggested designated supports and/or accommodations. Using this list as a resource, district/school teams can select the appropriate supports. The resulting profile forms can then be exported and loaded into TOMS.



The Wisconsin ISAAP Tool, available at <http://oea.dpi.wi.gov/assessment/Smarter/accommodations>, is used to assign designated supports and accommodations to students for the Badger Exam. This tool has been customized for use in Wisconsin. Do not use the version available on the Smarter Balanced Web site.



# GLOSSARY

Term	Definition
<b>Accommodation</b>	Changes in procedures or materials that increase equitable access during the Badger Exam. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at <a href="http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalancedGuidelines.pdf">http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalancedGuidelines.pdf</a> for complete information.
<b>Appeal</b>	This is a request made by a district to reset, reopen, invalidate, or restore a student's assessment. These requests must result from a test security incident or incorrect test setting that impacted testing.
<b>Badger Exam, 3-8: A Smarter Balanced Assessment (Badger Exam)</b>	The Badger Exam, 3-8: A Smarter Balanced Assessment or <i>Badger Exam</i> , is Wisconsin's customized version of the Smarter Balanced Assessment. A multi-state, state-led consortium designed the Smarter Balanced Assessment. The Badger Exam is a summative assessment in English language arts/literacy and mathematics for students in grades 3 through 8.
<b>Break</b>	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs.
<b>Classroom Activity (CA)</b>	A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the PT to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess. A Test Administrator (TA) or other authorized staff can lead the CA. An applicable CA is required before the PT portion of the test. The PT should be administered within three days after the CA. The CA should not be supplemented with any other content that the administrator may think is helpful because doing so may detract from the intended purpose of the CA.
<b>Designated Supports</b>	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> for complete information <a href="http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalancedGuidelines.pdf">http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalancedGuidelines.pdf</a>
<b>District Assessment Coordinator (DAC)</b>	Designated district staff member who is responsible for overseeing the implementation of the Badger Exam. The DAC can upload, add, modify, and remove student records and is responsible for ensuring all school-level test administrators have received adequate training on test administration, test security, and testing policies/practices.
<b>Full-write</b>	This is Part 2 of the English language arts/literacy performance task. Part 2 requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.

Term	Definition
<b>Invalidate</b>	A specific appeal in the TOMS. Invalidating a test in the Appeals system results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident.
<b>Item</b>	A test question or stimulus presented to a student to elicit a response.
<b>Pause</b>	Action taken by a student or TA to temporarily halt the test during any part of the test, as needed.
<b>Performance Task (PT)</b>	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. Prior to the PT, teachers or instructional staff conduct a CA for all students in the class to ensure that a lack of understanding of the context of the task does not interfere with a student's ability to address the content of the task.
<b>Print on Demand</b>	This is an accommodation intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online. Access to printed items/stimuli should not be assigned based solely on a student's personal preference. The decision to allow this accommodation must be based on each individual student's need and documented in a student's Individualized Education Program (IEP) or 504 Plan. If a student requires Print on Demand, the DAC must submit an accommodation approval form located here <a href="http://oea.dpi.wi.gov/assessment/forms">http://oea.dpi.wi.gov/assessment/forms</a> . After receiving the form, DPI will review the request and, if appropriate, activate the accommodation in TOMS.
<b>Reopen</b>	A specific appeal in TOMS. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired.
<b>Reset</b>	A specific appeal in TOMS. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost.  Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and didn't have a needed language support (such as a language glossary).
<b>Restore</b>	A specific appeal in TOMS. Restore a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset and if the student has not logged into the reset test.  A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status.
<b>School Assessment Coordinator (SAC)</b>	Designated school staff member responsible for monitoring the test schedule, process, and test administrators (TA). SACs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures.

Term	Definition
<b>Section 1</b>	The portion of the Badger Exam includes a variety of selected response, constructed response, and technology enhanced items.
<b>Section 2 PT</b>	This portion of the Badger Exam includes the performance task.
<b>Secure Browser</b>	A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the Badger Exam to provide secure access to each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.
<b>Segment</b>	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
<b>Session</b>	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. The Badger Exam is not timed; however, Smarter Balanced recommends that session durations range between 40 and 120 minutes. An individual student may need more or less time overall. <i>Note: A test session does not need to end when a segment ends.</i>
<b>Stimulus/Stimuli</b>	Material or materials used in the test context which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research; or scenarios to react to.
<b>Test Administrator (TA)</b>	District or school personnel responsible for administering the Badger Exam in a secure manner in compliance with the policies and procedures outlined in the <a href="#"><i>Test Administration Manual</i></a> .
<b>Testing Breach</b>	A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level.
<b>Testing Impropriety</b>	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.

Term	Definition
<b>Testing Irregularity</b>	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but are submitted in the online system for resolution of the Appeal for testing impact.
<b>Test Operations Management System (TOMS)</b>	The registration system used for the Badger Exam. This is the system through which users interact with and inform the test delivery system. This registration system provides administrators with the tools to add and manage users and students participating in the Badger Exam assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.
<b>Universal Tools</b>	Available to <b>all</b> students based on student preference and selection. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> at <a href="http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf">http://oea.dpi.wi.gov/sites/default/files/imce/oea/pdf/SmarterBalanced_Guidelines.pdf</a> for complete information.
<b>Wisconsin Student Number (WSN)</b>	Districts use Wisconsin Student Numbers (WSNs) instead of names to submit data about student educational progress. WSNs are used to create student records in TOMS.

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